III. IMPLEMENTATION ACTION STEPS

DISTRICTS

- Conduct technology curriculum planning meetings
- Include an instructional technology plan and an assistive technology plan in the technology plan to be submitted to the Office of Technology for approval
- Utilize E-Portfolio for gauging teacher technology readiness and an SDE provided system for student readiness
- Evaluate hardware and software for desirable student outcomes and standardize selection when appropriate
- Designate technology leaders
- Participate in ongoing, sustained professional development offerings, maintaining a log and a journal for each course, workshop, event, conference, and so forth, to place in portfolios
- Submit teacher technology proficiency assurance forms to the Office of Technology by the announced deadline
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology
- Pursue the delivery of courses for students and professional development courses for teachers via innovative methods

SCHOOLS

- Conduct technology curriculum planning meetings
- Submit a technology plan, including a professional development plan, to the local district office
- Hire or appoint a school technology coach who is knowledgeable about assistive technologies for each school and will submit training and needs reports to the regional technology specialist
- Ensure that teachers and administrators begin keeping technology portfolios
- Evaluate teacher and administrator portfolios to measure the impact of technology integration, including assistive technology, on student achievement
- Interview students to assess information literacy and the integration of technology into the classroom
- Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology

IV. FUNDING CONSIDERATIONS

DISTRICTS

- Committee development of district and school technology plans
- Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement
- Evaluation experts to help show the impact of programs and initiatives
- Scientifically based research
- Distance learning
- Eighth-grade proficiency measurement
- School technology leader implementation
- Professional development

SCHOOLS

- Committee development of district and school technology plans
- School technology leader implementation
- Professional development needs-assessment tools
- Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement
- Evaluation experts to help show the impact of programs and initiatives
- Scientifically based research
- Professional development

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2007	JAN. 2008	JAN. 2009	JAN. 2010	JAN. 2011
2.1 Lexington Four will enable educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement.	• Statewide achievement test scores • District report cards • Teacher technology proficiency proviso forms • Professional development surveys • Teacher and administrator portfolios • School technology and improvement plans • SCTLC "Training" tab"	• Statewide achievement test scores • District report cards • Professional development tracking and surveys • Teacher technology proficiency proviso forms • Teacher and administrator portfolios • Observations and interviews • Anecdotal records • Documented access to on-line resources • SCTLC "Training" tab" • Technology	XX	XX	XX		
2.2 Lexington Four will provide the schools with full-time multidimensional technology leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.			XX	XX	XX		
2.3 Lexington Four will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.			XX	XX	XX		

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2007	JAN. 2008	JAN. 2009	JAN. 2010	JAN. 2011
2.4 Lexington Four will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.	• Technology assessments	assessments	XX	XX	XX		
2.5 The SDE and the school districts will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement			XX	XX	XX		

*WIP – Work In Progress

TECHNOLOGY DIMENSION 4

COMMUNITY CONNECTIONS

GOAL

Stakeholders have technological literacy development opportunities to develop an awareness of technology as a tool that supports student learners. .

SNAPSHOT OF CURRENT TECHNOLOGY USE

Computer labs, media centers, and classrooms are the primary technology resources available to the community beyond the school day. Lexington School District Four has employed various strategies to provide students, parents, and community members with after-hours access to technology that extends beyond the school day.

As expressed in the vision statement, Lexington Four states that "Shaping a culture of learning drives our passion to promote employee quality." The use of technology will help Lexington Four realize their vision of preparing and connecting young people to the workforce of tomorrow. The appropriate use of technology will bring students, parents, and the community closer together while promoting reaching beyond the district's geographical barriers to embrace progress in the global economy.

The district will seek to adapt with technology changes business real world applications. Two of the biggest industries in the area are a part of the larger Lexington Four community – Lexington Medical Center and Columbia Metropolitan Airport. Both of these facilities interact with students, faculty, and administration to transfer real world application.

Lexington School District Four takes advantage of area partnerships that encourage the use of technology such as SCETV, National Career Assessment (Kuder) and SCOIS. Through these partnerships, the district is able to bring global knowledge and skills to our small, rural community.

Grants have also been a major catalyst for community and business partnerships. The Technology Opportunities Program, administrated by the SDE, trains parents and provides laptops for high-need districts in the state. Additionally, the new Enhancing Education through Technology (E2T2) grant strongly encourages and rewards districts who form school-to-school, school-to-community, and/or school-to-business partnerships.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: Lexington School District Four Stakeholders have technological literacy development opportunities to develop an awareness of technology as a tool that supports student learners.

OBJECTIVES	STRATEGIES
4.1 Lexington School District Four will establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term *community* includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education and other area school districts.)	A. Form district-community partnerships to provide students with real-world experiences in the use of technology, including assistive technology, that enhance academic achievement B. Form district-community partnerships to help research and evaluate school and district technology projects C. Provide recognition/reward programs and/or incentives for partnerships showing impact D. Write community-collaborative technology grants to develop and fund the use of technology to improve teaching and learning E. Form district-community partnerships to facilitate the use of technology, including assistive technology, in the public schools and to improve outcomes for students transitioning from school to work or higher education F. Partner with Midlands Education and Business Alliance to take advantage of resources available for students who seek Information Technology as a career. G. Train faculty and staff to assist students in an electronic job search.
4.2 The SDE and Lexington School District Four will fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives.	A. Identify all of the organizations, institutions, and initiatives that are currently focused on instructional technology applications B. Compile a database of organizations, institutions, and initiatives of willing partners capitalizing on all of the resources available to the community.

I. OBJECTIVES AND STRATEGIES

GOAL: Lexington School District Four Stakeholders have technological literacy development opportunities to develop an awareness of technology as a tool that supports student learners.

OBJECTIVES	STRATEGIES
	C. Partner with nearby school districts and Midlands Technical College as well as community entities to collaborate in order to provide assistive technology demonstration, loan, and assessment for students with special needs D. Utilize services such as SCETV, National Career Assessment (Kuder), and SCOIS. E. In cooperation with SCETV and local cable television systems, provide distance learning activities. F. Coordinate 24-hour access to education resources through home computers, modems, and other technologies.
4.3 The school districts will provide after-hours training and community access to labs, media centers, and classrooms.	A. Create and publish flexible schedules of after-hours technology access and training for students, parents, teachers, and community members B. Create opportunities for access to facilities for after-hours assistive technology training for students, parents, teachers, and community members C. Explore the feasibility of an electronic mentoring program that links students and business mentors electronically. The purpose of the communication is career mentoring. D. Provide for district and school personnel to attend state and national conferences and training programs for education technology E. Establish and maintain partnerships with business and industry to provide training and support resources for teachers, media specialists, and district staff.

I. OBJECTIVES AND STRATEGIES

GOAL: Lexington School District Four Stakeholders have technological literacy development opportunities to develop an awareness of technology as a tool that supports student learners.

OBJECTIVES	STRATEGIES
4.4 The school districts will ensure that all their buildings are linked by the Internet to the State Library's DISCUS databases and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.	Host an electronic list through the SCTLC Web portal for school districts and community entities interested in collaborative initiatives

II. ACTION LIST

- Districts and schools should initiate and increase community collaborations that give students, teachers, and members of the local community increased access to and training in technology, including assistive technology.
- Schools should develop a rubric to measure the success of their community partnerships.
- Districts and schools should publish school lab schedules showing after-hours technology access and training.
- Districts should maintain logs of professional development, community offerings, and internship opportunities in technology.
- Districts should maintain logs of partnerships and their role in helping research and evaluate technology projects.
- The SDE and the school districts should publicize successful collaborations with outside entities in the demonstration, loan, and assessment of assistive technology.
- The SDE should provide a list of community partnerships and the results of their efforts on the SCTLC Web portal.
- The SDE and the school districts should post successful technology grant applications on the Internet for others to use as models
- The SDE and the school districts should develop lists of possible partner organizations, institutions, and initiatives that may include the following:
  - South Carolina Commission on Higher Education
  - Distance education learning centers (DELCs)
  - Instructional Television (ITV)

II. ACTION LIST

- School Technology Initiative
- Math and Science Hubs
- South Carolina: Teaching, Learning, Connecting (SCTLC) Web portal
- South Carolina Assistive Technology Advisory Committee
- South Carolina Assistive Technology Project
- South Carolina Commission for the Blind
- South Carolina Department of Disabilities and Special Needs
- South Carolina Department of Education
- South Carolina Educational Television
- South Carolina State Library
- South Carolina Vocational Rehabilitation Department

- The SDE should plan and coordinate regular meetings of representatives of collaborative groups to determine how they can best cooperate to meet the professional development needs of South Carolina educators.
- Districts should lead the formation of consortia among local education agencies, business and industry, public entities, private organizations, museums, libraries, colleges, and private schools for the full utilization of technology and assistive technology expertise.
- The SDE and the school districts should publish a list of successful consortia, partnerships, and initiatives on the SDE Web site and the SCTLC Web portal.
- District surveys should provide increased access and use of school facilities for after-hours technology training.
- Districts should provide flexible technology training schedules to the SDE.
- Districts should provide information about assistive technology training opportunities on the SDE Web site and through the SCTLC Web portal.
- The SDE should utilize the SCTLC Web portal to maintain a list of volunteers for possible technology partnerships to benefit the state's schools.
- Each school district should utilize its Web site to publish a list of volunteers for possible technology partnerships to benefit that district's schools.

III. IMPLEMENTATION ACTION STEPS

DISTRICTS

- Submit a technology plan, including a professional development plan, to the Office of Technology for approval
- Encourage flexible lab, media center, and classroom hours among schools, including

opportunities for community members to see and try assistive technology
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Initiate partnerships with community entities to research technology projects
- Include members of the community in writing technology grants to develop and fund better teaching and learning through technology, including assistive technology
- Utilize the Web site to publish a list of volunteers for possible technology partnerships
- Measure access and use of school technology facilities

SCHOOLS

- Submit a technology plan, including a community partnership plan, to the local district office
- Distribute parent and community information through report cards
- Develop, implement, and publicize flexible lab, media center, and classroom hours, including opportunities for community members to see and try assistive technology.
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Initiate partnerships with community entities to research technology projects
- Include members of the community in writing technology grants to develop and fund better teaching and learning through technology, including assistive technology

IV. FUNDING CONSIDERATIONS

DISTRICTS

- Evaluation experts to help show impact of community programs and initiatives
- High-quality sustained community training technology programs offered via innovative delivery methods
- Community and apprentice internships
- Facility operation beyond the regular school day
- District survey administration, collection and analysis, and reporting
- Grant-writing experts and workshops

SCHOOLS

- Evaluation experts to help show the impact of community programs and initiatives
- High-quality sustained community training technology programs offered via innovative delivery methods
- Community internships
- Facility operation beyond the regular school day
- School survey administration, collection and analysis, and reporting

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2007	JAN. 2008	JAN. 2009	JAN. 2010	JAN. 2011
4.1 Lexington School District Four will establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term *community* includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education and other area school districts.)	• Statewide achievement test scores • Community technology access surveys • Lab, media center, and classroom schedules • SDE Technology Counts survey • School technology plans • Documentation of offerings provided via innovative delivery methods	• Statewide achievement test scores • Community technology access surveys • Lab, media center, and classroom schedules • SDE Technology Counts survey • School technology plans • Observations and interviews • District and school Web site information • Documentation of offerings provided via innovative delivery methods • Districts and school list of grants and community partnerships	XX	XX	XX		
4.2 The SDE and Lexington School District Four will fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives.			XX	XX	XX		
4.3 The school districts will provide after-hours training and community access to labs, media centers, and classrooms..			XX	XX	XX		
4.4 The districts will ensure all buildings are linked via Internet to the State Library's DISCUS databases and the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.			XX	XX	XX		

*WIP – Work In Progress

TECHNOLOGY DIMENSION 5

SUPPORT CAPACITY

GOAL

All Learning communities have equitable access to diverse, quality technology and timely technical support.

SNAPSHOT OF CURRENT TECHNOLOGY USE

Lexington School District Four recognizes the vital role Technology holds as a tool for achieving educational successes. Evidence of the technology as a tool can be seen in every classroom in the district. Every classroom in the district schools currently has a range of one to three computers in the classroom. Most have access to a computer lab in each school. The district has also implemented solid, stable local area networks at each school and an equally fortified wide area network for all.

In 1996-1997, Lexington Four began its journey into connectivity in earnest. With the assistance of funds designated by the state for this purpose, the district began building the infrastructure necessary, one school at a time. When the funding ran out, the district sponsored SCINET days and utilized volunteers to build the wiring infrastructure. Servers were purchased, software upgraded and systems placed in preparation for connection to the Internet and the district wide area network. 1997-1998 brought the installation of the first T1 lines in all schools in the district and whole school and district access to the web. During 1998-1999 Lexington Four staff applied for and received the first of several Educational Technology grants from the State Department of Education to continue the addition of workstations to classrooms and adding technology tools to the classroom toolbox. Since then the journey has been punctuated by needed upgrades resulting from increased demand on network facilities. The addition of more sophisticated and educationally appropriate software has also kept the systems in constant use. In 2000, Lexington School District Four purchased the ACT Maintenance Software programs and implemented the online work order system for Technology work orders. Additional staff was also added to assist with the management and maintenance of the district systems. 2004-2005 brought the upgrade of the district WAN from a single T1 to 45mg wireless and the internet access level was upgraded from a T1 to 6mg via multiple T1's. Usage district wide has increased by leaps and bounds as teachers take advantage of available services from SDE, ETV and other web-based resources. This was followed by another Internet access upgrade in 2006 to the new state standard of 10mg MetroE. Use of Smart Board technology was implemented with Title I funds in the 2006-2007 school year at Title I schools. The district realized quickly the advantages of adding this technology to additional classrooms and implemented a plan to install Smart Boards in every classroom; K-6 schools will received Smart Boards in order from highest to lowest grades and grades 7-12 will implement in classrooms based on subject area – beginning with Math, then

SNAPSHOT OF CURRENT TECHNOLOGY USE

Science, English Language Arts and finally Social Studies. In specific areas as determined, document cameras will be placed when they can be used to improve instruction. Many software programs have been upgraded to web-based programs now that the bandwidth is available. An example is the WAN based ACT workorder program was changed to the web-based SchoolDude program for increased accessibility and functionality for teachers.

With increased network and WAN capabilities we now plan to integrate telecommunications into the district network with installation of Cisco 3825 Voice Bundle with Call Manager Express. The district plans to implement this VoIP system in increments over a period of three years beginning in 2007-2008.

The district continues to apply for grants, participate in E-rate programs and utilize other funding sources as the come available to refresh existing tools in the classrooms. The district strives to participate in early compliance as new requirements and data needs arise from Federal No Child Left Behind legislation. Lexington School District Four also participates in and implements upgrades to the state sponsored student management system.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: All Learning communities have equitable access to diverse, quality technology and timely technical support.

OBJECTIVES	STRATEGIES
5.1 Lexington Four will ensure that all students, including those with special needs, and teachers have access to electronic information resources.	A. Maintain a technology inventory that includes the status of current network/Internet access, workstations and other devices available for access, software applications available for addressing state academic standards, peripherals, and other factors related to universal access to network resources B. Conduct needs assessments (1) to identify required network components, workstations, and other devices needed for network access, including assistive technology devices, and (2) to identify and evaluate software applications required to meet academic needs as well as peripherals and other resources required to create universal access to network resources C. Create a district strategic plan for acquiring and implementing the technology, including assistive technology, that is required to provide universal access to network resources D. Develop the district strategic plan and include in the plan a mechanism for review and revision as needed E. Seek school and district funding from available local, state, and federal sources, including E-rate, grants, and bonds
5.2 Lexington Four will ensure that their schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to support fully converged networks that allow for communication, data collection and distribution, and distance learning.	A. Communicate in the district technology plan a vision for multimedia infrastructure designed to support instruction B. Establish a system for identifying, specifying, prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development

I. OBJECTIVES AND STRATEGIES

GOAL: All Learning communities have equitable access to diverse, quality technology and timely technical support.

OBJECTIVES	STRATEGIES
	objectives C. Ensure the installation, maintenance, and support of multimedia-capable teacher stations in classrooms including data projectors to support large-group instruction D. Research and implement an integrated network infrastructure capable of utilizing all distribution modules E. Use bundled distribution packages as a primary means of distribution to manage fully converged networks F. Install and maintain networks, virus protection, and Internet filtering according to industry standards by implementing systemic, state-of-the-art network security tools at all levels of access to LANs, WANs, and other networks G. Assess LAN/WAN technology currently implemented to determine SNMP (simple network management protocol) compliance H. Implement a district network management tool that performs automated software installation
5.3 Lexington Four will have qualified technical staff, including one networking engineer per WAN, one networking technician per LAN, and one end-user support technician per every five hundred users as recommended by SDE guidelines.	A. Appoint a district network manager who will lead a committee in identifying and evaluating network management tools that will meet the needs of the district
5.4 Lexington Four will implement a disaster recovery plan for all points of failure in LANs and WANs, including redundant data storage, robust automated backup, and immediate hardware recovery.	A. Ensure that disaster recovery plans are included in the district technology plan B. Ensure that schools will have electrical distribution systems that provide isolated circuits in all classrooms and redundant power sources for mission-critical equipment C. Implement a district management application that monitors bandwidth on the LAN and